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| **FIRST QUARTER** | | | | |
| **GRADE LEVEL:**  **Fourth Grade** | | | | |
| **ESSENTIAL QUESTION: Are there secrets that should be told?** | | | | |
| **Time Frame** | **Common Core State Standards/SKILLS:** | | | |
| **Extended Text** | **Reading** | **Writing** | **Speaking/Listening** | **Language** |
| **First 20 Days**  **C:\Users\lhance\Downloads\photo.JPG** | **RL/RI.4.1** Refer to details in the text when explaining what the text says explicitly & when drawing inferences from the text  **RL/RI.4.4** Determine meanings of words in text **RL/RI.4.10** Read & comprehend grade-level text  **RF.4.3** Apply phonics & Word analysis skills in decoding words | **W.4.2 a** Write informative text; introduce a topic clearly  **W.4.10** Write routinely over extended time periods | **SL.4.1** Engage in collaborative discussions | **L.4.2**  **a.** Use correct capitalization  **b.** Use commas & quotation marks  **d.** Spell grade-level words correctly  **L.4.4** Determine the meaning of unknown & multiple-meaning words & phrases |
| **Reading**  **4 Weeks**  **http://images.bookreporter.com/sites/default/files/imagecache/book_main/covers/0689866860.jpg**  **Room One: A Mystery**  **By Andrew Clements** | **RL.4.1** Refer to details when explaining what a text says explicitly and when drawing inferences  **RL.4.2** Determine theme from details in a text; summarize text  **RL.4.3** Describe a character, setting, or event, drawing on specific details in text.  **RL.4.4** Determine the meaning of words and phrases as they are used in a text.  **RF.4.3** Apply phonics & word analysis skills in decoding words  **RF.4.4** Read with accuracy & fluency to support comprehension | **W.4.3 a-e** Write narratives to develop real or imagined experiences or events  **W.4.4** Produce clear and coherent writing  **W.4.5** Production and Distribution of Writing: planning, revising & editing  **Writer's Notebook: Unlocking the Writer Within You** | **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner | **L.4.3** Describe in depth a character, drawing on specific details in the text  **L.4.4**  a. Context Clues  **L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  **L.4.1**  e. Prepositional phrases.  f. Produce complete sentences  g. Use frequently confused words  **L.4.2**  a. Capitalization  d. Spell grade appropriate words correctly  . |

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| **2nd QUARTER** | | | | |
| **GRADE LEVEL:**  **Fourth Grade** | | | | |
| **ESSENTIAL QUESTION: How do effective readers interpret informational text?**  **What are the attributes of informational writing?** | | | | |
| **Time Frame** | **Common Core State Standards/SKILLS:** | | | |
| **Extended Text** | **Reading** | **Writing** | **Speaking/Listening** | **Language** |
| **Reading**  **CavesCaves**  **By Stephen Krammer** | **RI.4.1** Refer to details when explaining what a text says explicitly and when drawing inferences  **RI.4.2** Determine main idea and key details; summarize  **RI.4.3** Explain ideas or concepts in scientific or technical text  **RI.4.4** Determine meaning of academic and domain-specific words  **RI.4.5** Describe overall structure of ideas, concepts or information in a text  **RI.4.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to understanding of the text.  **RI.4.9** Integrate information from two texts on the same topic in order to write or speak.  **RF.4.3** Apply phonics & Word analysis skills in decoding words  **RF.4.4** Read with accuracy & fluency to support comprehension | **W.4.2** Write informative/explanatory texts to examine a topic, convey ideas and information clearly  **a.** Introduce topic clearly  **b.** Develop topic with facts, definitions, concrete details and quotations  **c.** Use linking words and phrases (another, for example, also, because)  **d.** Use precise and domain=specific vocabulary  **e.** Provide a concluding statement  **W.4.4** Produce clear and coherent writing  **W.4.5** Production and Distribution of Writing: planning, revising & editing  **W.4.10** Write routinely over extended time periods | **SL.4.2** Paraphrase portions of a text read aloud or presented in diverse media formats  **SL.4.3** Identify reasons & evidence a speaker provides to support particular points | **L.4.1**  **b.** Form and use the progressive verb tenses ( I was walking, I am walking, I will be walking)  **L.4.2**  **b.** Use commas and quotation marks to mark direct speech and quotations from text  **L.4.4**  **c.** Consult reference materials  **L.4.5**  **a.** Explain meaning of simple similes and metaphors (e.g. as pretty as a picture) |

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| **3rd QUARTER** | | | | |
| **GRADE LEVEL:**  **Fourth Grade** | | | | |
| **ESSENTIAL QUESTION: How does a historical fiction novel help a reader to gain historical insight?** | | | | |
| **Time Frame** | **Common Core State Standards/SKILLS:** | | | |
| **Extended Text** | **Reading** | **Writing** | **Speaking/Listening** | **Language** |
| **Reading**  Front Cover  **A Friendship for Today**  **By Patricia C. McKissack** | **RL/RI.4.1** Refer to details when explaining what a text says explicitly and when drawing inferences  **RL/RI.4.2** Determine theme and/or main idea and key details; summarize  **RL.4.3** Describe character, setting or event drawing on specific details from the text.  **RI.4.3** Describe and Explain events in historical text, including what happened and why.  **RL.4.4** Determine meaning of words using context clues.  **RI.4.6** Compare and contrast a 1st and 2nd hand account of the same event or topic,  **RL.4.7** Make connections between the text of a story and a visual or oral presentation of text.  **RI.4.9** Integrate information from two texts on the same topic in order to write or speak.  **RL.4.9** Compare & contrast themes and patterns of events in texts.  **RF.4.3** Apply phonics & Word analysis skills in decoding words  **RF.4.4** Read with accuracy & fluency to support comprehension | **W.4.1** Write opinion pieces on topics or text, supporting a point of view with reasons and information  **a.** Introduce a topic clearly, state an opinion, and create an organizational structure  **b.** Provide reasons that are supported by facts and details  **c.** Link opinion and reasons using words and phrases (for instance, in order to, in addition)  **d.** Provide a concluding statement related to the opinion presented  **W.4.4** Produce clear and coherent writing  **W.4.5** Production and Distribution of Writing: planning, revising & editing  **W.4.10** Write routinely over extended time periods | **SL.4.6** Differentiate between contexts that call for formal English and situations where informal language is appropriate. | **L.4.1**  **a.** Use relative adverbs (where, when, why)  **c.** UseModal auxiliaries (can, may, must) to convey various conditions  **L.4.2**  **c.** Use comma before a coordinating conjunction in a compound sentence  **L.4.3**  **b.** Choose punctuation for effect  **L.4.4**  **b.** Use common affixes and roots as clues to the meaning of a word  **L.4.5**  **c.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) |

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| **4th QUARTER** | | | | |
| **GRADE LEVEL:**  **Fourth Grade** | | | | |
| **ESSENTIAL QUESTION:** | | | | |
| **Time Frame** | **Common Core State Standards/SKILLS:** | | | |
| **Extended Text** | **Reading** | **Writing** | **Speaking/Listening** | **Language** |
| **Reading**  **[Stargirl (Stargirl, #1)](http://www.goodreads.com/book/photo/22232.Stargirl)**  **Star Girl**  **By Jerry Spinnelli** | **RLI.4.1** Refer to details when explaining what a text says explicitly and when drawing inferences  **RLI.4.2** Determine the theme from details in a text; summarize  **RL.4.3** Describe in depth a character, setting or event drawing on specific details in a text  **RL.4.4** Determine meaning of words using context clues  **RL.4.9** Compare and contrast similar themes and patterns of events in stories.  **RF.4.3** Apply phonics & Word analysis skills in decoding words  **RF.4.4** Read with accuracy & fluency to support comprehension | **W.4.7** Research Writing  Conduct short research project that builds knowledge through investigation  **W.4.8** Recall relevant information from experiences or gather relevant information from print, and digital sources; take notes, categorize information and provide a list of sources  **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection and research  **W.4.4** Produce clear and coherent writing  **W.4.5** Production and Distribution of Writing: planning, revising & editing  **W.4.10** Write routinely over extended time periods | **SL.4.7** Add audio and visual displays to presentations when appropriate to enhance development of main ideas or themes. | **L.4.1**  **a.** Use relative adverbs (where, when, why)  **c.** UseModal auxiliaries (can, may, must) to convey various conditions  **L.4.5**  **b.** Recognize and explain the meaning of common idioms, adages, and proverbs |